DOCUMENT RESUME

ED 373 318 CS 011 817

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TITLE Supervision of Literacy Programs: Teachers as Grass-Roots Change Agents.
REPORT NO ISBN-0-205-16240-1
PUB DATE 95
NOTE 184p.
AVAILABLE FROM Allyn and Bacon, Order Processing, 111 Tenth St., Des Moines, IA 50309 ($27).
PUB TYPE Guides - Non-Classroom Use (055) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; Change Agents; *Change Strategies; Classroom Research; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Instructional Improvement; *Reading Instruction; School Community Relationship; *Teacher Role; *Writing Instruction
IDENTIFIERS Educational Issues; Grassroots Efforts; *Professional Concerns

ABSTRACT

Designed to speak directly to classroom teachers about their roles as change agents (especially as it applies to improving the teaching of reading and writing), this book uses a combination of strategies, case studies, and a narrative style of writing to bring clarity to what has traditionally been abstract and hidden. The book is in two parts. The first six chapters describe the processes, plans, and roles of teacher change-agents. Chapters 1 and 2 define the change-agent role of teachers and lay the moral and professional foundation for this role. Chapter 3 describes how change strategies must be selected to overcome the obstacles that always arise when the status quo is threatened. Chapters 4, 5, and 6 focus on specific processes that facilitate collaboration and implementation. In the second part of the book, the focus switches from "how to change" to "what to change." Chapters 7, 8, and 9 target three "what to change" aspects of the literacy context that go beyond the classroom and school--namely, the school curriculum, the community literacy base, and the literacy funding policies. The goal of both parts of the book is to present a detailed look at what "working in the middle" is like for teachers who, as change agents, operate as full-fledged professionals. An appendix contains chapter-by-chapter activities which can be used to review, practice, and implement literacy learning improvements in classrooms, schools, and districts. (NKA)

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